DOINGWHATW**O**RKS

PROFESSIONAL DEVELOPMENT ASSESSMENT TOOL

Purpose	District and school leaders can use this tool to conduct an assessment of the professional development on data use provided to staff. Based on the results of this assessment and through additional data analysis (e.g., achievement data, observations of instruction), schools can plan a coherent professional development approach differentiated by role and experience level.
Materials	None
Media	None
Topic	Using Student Achievement Data to Support Instructional Decision Making
Practice	Data-Driven Culture

Professional Development Assessment Tool

Suggested Use

This tool's two tables help in conducting an assessment of the professional development a district or school provides to its staff about using data to support instructional decision making. Table 1 displays a series of questions that district and school leaders can use to assess their professional development offerings. The questions focus on four key areas:

- Are all critical audiences (e.g., parents, teachers, clerks, principals, coaches, etc.) receiving training?

- Are the right individuals (e.g., coaches) providing training?

- How is training provided (e.g., differentiated by role, job-embedded, appropriate for intended audience)?

- What feedback has the training generated? Is training meeting the needs of all stakeholders?

Questions in the table can be modified to fit school and district needs (e.g., Are there opportunities for online training? Are there separate audiences for parents who have different types of needs related to interpreting their children's data? Does the state or a local private entity offer relevant training opportunities that could complement what is planned at the school or district level?). District leaders can define the timeframes associated with "regularly" and "infrequently." "Regularly" might be considered each month or each quarter, while "infrequently" might be once or twice a year.

Table 2 lists topics for professional development. Using this table, district and school leaders can track and assess the topics addressed in professional development, the frequency of the activity or topic, participants, and potential action steps for improvement. Table 2 can also be modified to meet school and district needs. For example, for a large district, professional development may need to be assessed by groups of schools to discern variances across the district. Or, for a district with very diverse or specialized student needs, more focused training may be necessary for teachers to master using data with those particular students.

Using this assessment in conjunction with student achievement and instructional observation data, district and school leaders can plan a coherent approach to professional development. Multiple sources of data should also be used to assess professional development needs and additional opportunities.

Sample answers are included on both tables.

Table 1: Professional Development Questions

Question	Regularly	Infrequently	Not Addressed	Participants	Action Steps
1. Is professional development differentiated by role (e.g., teacher, principal, district personnel)?	X			*Teachers, principals, technology specialists, and support staff*	*No action needed*
2. Does professional development address individual needs based on level of experience?		X		*All teachers, regardless of experience*	*Consider advanced training*
3. Are there opportunities for job-embedded training (e.g., modeling data analysis in a team meeting)?			X	*Teacher leaders who provide informal support*	*Consider leveraging funds to provide support personnel*
4. Is professional development provided when the data system is upgraded?					
5. Do administrators tailor professional development to meet the needs of their staff?					
6. Do district and school leaders dedicate time for professional development (e.g., weekly data meetings facilitated by a coach)?					
7. Can parents receive training in understanding their child's data report?					
8. If parents can access their child's data in the system, are they provided training in doing this?					
9. Are resources provided to enhance professional development (e.g., tools for accessing and analyzing data)?					

Table 2: Professional Development Topics

Topic	Regularly	Infrequently	Not Addressed	Participants	Action Steps/ Person Responsible
Use of Data System					
1. Understanding how to access all relevant data		X		*New teachers in the fall*	*School-based Data Coordinator: Provide interim training throughout the school year for new personnel*
2. Entering data accurately					
3. Understanding the capabilities of the data system					
4. Ensuring data safety and security					
5. Generating reports relevant to needs					
Data Analysis					
1. Avoiding common data analysis mistakes	X			*Instructional staff; school leaders*	*No action needed; strong emphasis throughout professional development*
2. Providing leadership for data use		X		*New school leaders*	*District Data Team: Consider "refresher" training for current leaders*
3. Fostering a culture of data-driven decision making					
4. Understanding and using a cycle of instructional improvement					

Topic	Regularly	Infrequently	Not Addressed	Participants	Action Steps/ Person Responsible
5. Providing protocols, tools, and templates to facilitate data use					
6. Using data to answer questions about student achievement					
7. Interpreting data from multiple assessments					
8. Identifying student and class strengths and weaknesses					
9. Tracking and comparing student performance over time					
Data as Part of a Cycle of Improvement					
1. Organizing time for collaborative data discussions (e.g., grade-level or team meetings)					
2. Using data to make instructional changes (e.g., selecting objectives for reteaching)					
3. Using data to plan and implement interventions (e.g., reading interventions)					